



Reading School

1



Founded 1125

Policy Number:

Reading School

Equal Opportunities Policy and Objectives

Responsibilities

Policy Owner: Dr C Evans,
Headmaster

Governors Committee EXPC

Audit Control

Policy created: November 2022

Date of next review January 2027

Version: 2.0

Statutory policy Yes

Equality Opportunities Policy and Objectives



Document Control and Approval

Version Control

| Version | Author | Summary of Changes | Reviewed By | Date |
|---------|---------------|--|-------------|---------------|
| 1.0 | Ashley Robson | Creation of policy | | November 2022 |
| 2.0 | Lizzie Ayres | Small number of words amended Policy objectives developed | | January 2025 |
| 2.1 | Lizzie Ayres | Small number of words amended | | January 2026 |
| | | | | |
| | | | | |

Responsibilities

| Job title | Responsible for; |
|--------------------|-----------------------|
| Headmaster | Policy Owner |
| Deputy Headteacher | Policy Overview |
| EXPC | Committee Responsible |

Policies Linked

| Policy name | File location |
|-------------|---------------|
| | |
| | |

Forms Linked

| Form name | Form location |
|-----------|---------------|
| | |

Equality Opportunities Policy and Objectives



Contents

Background 4

Aims 4

Introduction 4

Reading School Equality Statement..... 5

Definitions..... 6

Public Sector Equality Duty 7

Legislation and Guidance..... 8

Responsibilities 8

Staff 8

Students 9

Parents 9

Visitors / contractors 9

Eliminating Discrimination and advancing equality of opportunity..... 9

Staff 9

Recruitment and Selection..... 10

Training and Promotion 10

Students 10

Student Welfare and Pastoral Support 11

Admissions 11

Curriculum..... 11

Careers 11

Extra-Curricular and Trips 11

Parents 11

Community..... 12

Protected Characteristics 12

Race 12

Ethnic and Cultural Issues 12

Gender / Sex 12

Disability..... 12

Religion / beliefs 13

Sexual Orientation 13

Age 13

Economic Background..... 13

Fostering good relations 13

Monitoring 13

Equality Opportunities Policy and Objectives



Complaints 14

Reading School EQUALITY OBJECTIVES 2025-2028 14

Contact..... 16

Background

Reading School (The Academy) is the employer. The business of the Academy Trust is managed by the Governing Body.

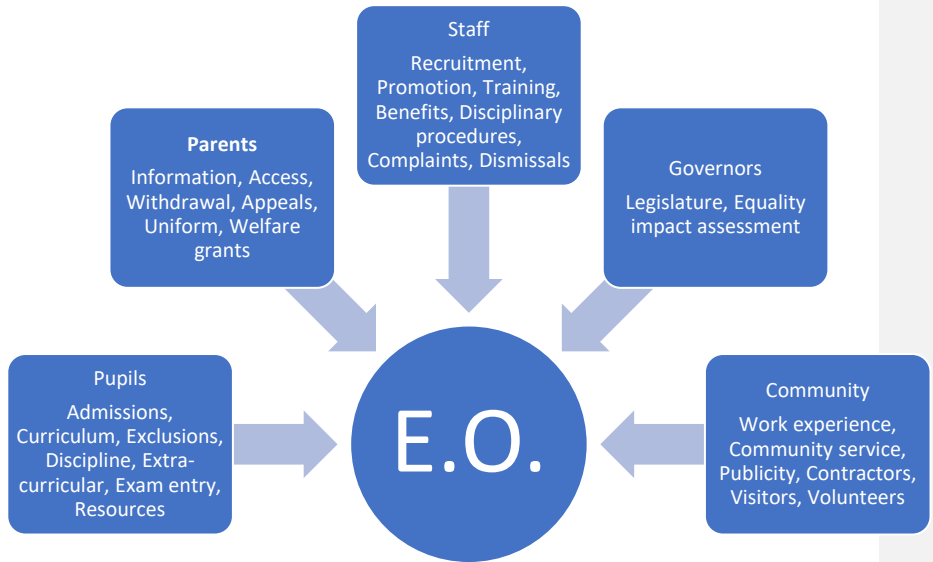
Aims

Reading school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Our Reading School values of Excellence, Integrity, Leadership and Community ensure we have respect for difference and diversity.

Introduction

The scope of equal opportunities in the context of schools can be illustrated by the following diagram, which shows how equal opportunities make an impact on the whole school - students, staff, parents and the community, and governors.



Reading School is committed to ensuring equality of opportunity for every person in the school community regardless of sex, race, age, disability, religion or belief, or sexual orientation. Reading

Commented [LA1]: Addition: measuring success?

Equality Opportunities Policy and Objectives



School should be reflective of the community it serves, in every way. Every attempt will be made to ensure that equal opportunities are reflected in all aspects of school life. Prejudice and discrimination in any form will be tackled, and students, parents and staff must report any incident where they believe these are being exhibited. Students and parents must report any incident to the Form tutor and staff to their line manager or member of the senior management, if appropriate.

Reading School is committed to providing:

- an environment which stimulates and motivates students
- an education that realises the full potential of every individual student
- an atmosphere in which everyone flourishes, achieves and feels valued
- a caring and well-disciplined school.

Within a friendly, caring and stimulating community Reading School will endeavour to educate and prepare its students from diverse backgrounds, cultures, faiths and communities for citizenship in a modern society.

The values of Excellence, Integrity, Community and Leadership at Reading School are grounded on respect for:

- working hard and to the best of one's ability and aptitude
- diversity of achievement in all areas of the school's life
- oneself and each other
- the wider community and the environment

The aims of Reading School are to:

- promote equal opportunities for all
- enable every student to have the potential to develop their aesthetic, intellectual, cultural, social and physical talents
- help students consider carefully key moral, religious and spiritual aspects of life
- help students become considerate and responsible citizens able to make well-informed choices about their future

These aims form the core principles underpinning this equal opportunities policy. Equal opportunities is concerned with "enabling all individuals to develop their personal qualities and talents to the full, to learn to respond sensitively to ideas and beliefs that may not coincide with their own, and to respect views arrived at by reasoned thinking and argument. It requires that individuals accept the interdependence and common obligations of all human beings" (OfSTED).

It is widely accepted that students should be prepared for "adult life in multi-cultural, multi-lingual Europe, interdependent with the rest of the world".

Reading School aims to foster tolerant, fair-minded attitudes and respect for others and to prepare individuals for citizenship as part of a British and world-wide community.

Reading School Equality Statement

Reading School is on a journey to ensure that our school is an inclusive one that provides equal opportunities for all our student and staff community, whatever their ethnicity, background, ability or gender. Our school has gradually become an increasingly diverse one, possibly reflecting the increasing and changing diversity in wider society. Many of our student community come from minority ethnic backgrounds, are diagnosed additional need, and openly expressing their sexuality and/or gender; we are committed to ensure all our students' voices are heard, supported if needed and celebrated.

The use of the term 'journey' has been deliberate as it implies that getting to a place where everyone feels included and respected is an ongoing one, where we will face and overcome challenges as well as have opportunities to celebrate. By using our school values of excellence, integrity, leadership and

Equality Opportunities Policy and Objectives



community as a framework, we aim to create an environment where all our school community is seen, heard and respected while working towards a shared vision.

Equality and diversity should be viewed as opportunities for strength and not merely an opportunity to meet statutory requirements.

While equality and diversity are crucial to eliminate discrimination and unfair treatment, it also means celebrating people from all backgrounds and with different characteristics. By promoting positive equity, children and young people are given a foundation for acceptance and celebration of differences which will benefit them during their journey within school and beyond.

Reading School is one of the ten oldest schools in the United Kingdom with a 900-year history. It is one that has, more recently, invested in ways to add to our student's academic knowledge through character education with the aim of adding to the tool kits of young people who can thrive in the modern world when they leave.

Therefore, being one of the UK's leading schools depends on us having a diverse and inclusive culture and diversity and inclusion is an area where we aim to be leaders.

Our school is a richly diverse one which reflects the diversity of the wider world. Our efforts to continue to evolve and to keep pace with the change in today's society will continue now and into the future, as we invite our whole school community to celebrate diverse people, cultures and lived experiences during our journey together.

Our current approach to Equality, Diversity and Inclusion

By working within statutory frameworks, legislation and policy and by using sources of best practice and expertise, Reading School's approach to diversity and inclusion includes:

- Being committed to creating a safe school and workplace free of any form of bullying, harassment and discrimination. If bullying, harassment or discrimination is identified, responding quickly to minimise harm, while providing victims and perpetrators, an assessed level of support.
- Ensuring policies such as diversity, bullying, safeguarding, recruitment and admissions policies are up to date, relevant and monitored.
- Providing anti-discriminatory and ethics and values training for staff.
- Providing opportunities within the school and extra curriculum for students to learn, discuss and demonstrate all aspects of diversity and inclusion.
- Seeking feedback from the school community in relation to its diversity and inclusion efforts in order to tailor its approach.
- To evidence how Reading School is committed to its Equality and Diversity strategy and in order to share what equality, equity, difference, inclusivity and diversity look like.

Definitions

Equality refers to having due regard to eliminate discrimination and other conduct that is prohibited by the Equality Act 2010. Crucially it also is concerned with advancing equality of opportunity between people who share a protected characteristic and people who do not share it. Thus, there needs to be an emphasis on fostering good relations.

Diversity refers to the variety of our students, staff, families and all stakeholders which make up the whole school community. This variety refers to characteristics which include; identity; gender; ethnicity; sexual orientation; disability; age; religion; belief; culture; socioeconomic background; family and marital and civil partnership status.

Inclusion refers to the sense of belonging where our whole school community feels valued and able to bring their whole selves to the school in a way that is authentic and respects the boundary between personal and school lives. Through the leadership of students, staff and the school community, we as individuals can contribute to an inclusive culture through everyday behaviours.

Equality Opportunities Policy and Objectives



Public Sector Equality Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) which applies to public bodies, including Reading School, as an academy. The PSED extends equality duties to all protected characteristics.

- Sex
- Race
- Age
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage

The duty came in to effect in April 2011 and has three main elements. In carrying out their functions, the governing body are required to have due regard to:

1. Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
2. Advance equality of opportunity between people who share a protected characteristic and those who do not share it
3. Foster good relations across all characteristics, and between people who share a characteristic and those who do not share it.

Thus, we have a Public Sector Equality Duty linked to the Equality Act 2010 and, for the period 2022-2025, Reading School has equality priorities which will be a focus within all equality work, linked as appropriate with diversity and inclusion initiatives:

Advance equality of opportunity

To continue to identify ways in which to celebrate the diversity of the school and to continue to develop our cultural competence in understanding our school communities' needs by listening to their voices.

What are we doing to eliminate discrimination, harassment and victimisation?

We take into account equality issues in relation to exclusions and admissions

We are aware of the Reasonable Adjustment duty for disabled students, and have a separate policy on this issue and we have an accessibility plan (2022-2025)

We actively promote an environment that champions equality of opportunity through our core values – excellence, integrity, leadership and community.

We actively promote equality and diversity through the work of our Community Relations Department and the Reading Way.

What are we doing to advance equality of opportunity between different groups?

We collect and analyse data to inform our planning and identify school development priorities and objectives (as shown in the Annual Operational Plan)

We have procedures to identify students with SEND, EAL and Pupil Premium needs.

We collect data and monitor progress and outcomes of different groups of students and utilise this data to put in place strategies, actions and interventions aimed at closing any attainment gaps.

What are we doing to foster positive relationships and a spirit of belonging and community?

Equality Opportunities Policy and Objectives



We proactively prepare our students for life in a diverse, modern society and ensure that the Reading Way and our rich curriculum offer effectively promotes social, moral, spiritual and cultural development of our students.

We respect the religious practices of our student and staff body that are reflective of our community.

Legislation and Guidance

This document meets the requirements under the following legislation:

[The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

Equality Act 2010 Under the Equality Act 2010, people with protected characteristics (i.e. sex, race, age, disability, religion or belief, sexual orientation, gender reassignment, marriage, pregnancy or maternity) have a right not to be discriminated against in employment or access to goods or services. The Act also places specific duties which require schools:

- (a) to publish information to demonstrate how they are complying with the Public Sector Equality Duty, and
- (b) to prepare and publish equality objectives.

This document also complies with our funding agreement and articles of association.

Responsibilities

The Headmaster has a responsibility to ensure that he does not commit unlawful discriminatory acts and that the Governing Body's equal opportunities policies are implemented in the school. It is good practice for the Headmaster to ensure that:

- governing bodies have an equal opportunities policy/policies which is/are regularly monitored and reviewed
- staff are reminded of the equal opportunities policies and implement them both in other policy documents and in their own actions
- staff are aware of what constitutes direct and indirect discrimination
- staff have appropriate training related to equal opportunities, anti-bullying, anti-harassment and anti-discrimination
- performance management policies and practices reflect the school's commitment to equal opportunities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

Staff

Staff will aim to ensure all of Reading School's community are treated fairly and with respect. The School will not discriminate against any person and will seek to remove any discrimination.

All staff will challenge any incidents of discrimination and will pass these to the Senior Leadership Team.

Equality Opportunities Policy and Objectives



Teaching and associate staff will take this equal opportunities policy into account with their area of work, including the curriculum and trips.

Students

Students will report any incidents of discrimination to a member of staff.

Students will show respect, tolerance and understanding towards others and will demonstrate these values in their interaction with others.

Parents

Parents are encouraged to support their child with regards to this policy. They will report any incidents of discrimination to staff.

Visitors / contractors

All visitors and contractors are required to adhere to this policy.

Contractors on site will be carefully screened and account will be taken of whether contractors operate an equal opportunities policy.

Eliminating Discrimination and advancing equality of opportunity

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training.

The senior leadership team monitor equality issues, and report to governors.

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Staff

Equality of opportunity has been a long-standing feature of our employment practices and procedures, and the School seeks to ensure that no job applicant or employee is discriminated

Equality Opportunities Policy and Objectives



against either directly or indirectly on the grounds of sex, race, age, disability, religion or belief, sexual orientation, gender reassignment, marriage, pregnancy or maternity, part-time working, or fixed-term working.

Recruitment and Selection

Reading School follows the safer recruitment guidance in Keeping Children Safe in Education (DfE). The recruitment and selection process is crucially important to any equal opportunities policy. We will endeavour through appropriate training to ensure that employees making selection and recruitment decisions do not discriminate, whether consciously or unconsciously, in making these decisions.

Promotion and advancement will be made on merit, and all decisions relating to this will be made within the overall framework and principles of this policy.

Job descriptions will be revised to ensure that they are in line with our equal opportunities policy. Job requirements will be reflected accurately in any personnel specifications.

We will adopt a consistent, non-discriminatory approach to the advertising of vacancies.

We will not confine our recruitment to areas or media sources that provide only, or mainly, applicants of a particular group.

All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do the job.

All employees involved in the recruitment process will periodically review their selection criteria to ensure that they are related to the job requirements and do not unlawfully discriminate.

Short listing and interviewing will be carried out by more than one person, where possible, in accordance with the selection policy approved by the governing body.

Interview questions will be related to the requirements of the job and will not be of a discriminatory nature.

Selection decisions will not be influenced by any perceived prejudices of other staff.

Training and Promotion

Senior staff will receive training in the application of this policy to ensure that they are aware of its contents and provisions.

All promotions will be in line with this policy.

Students

Reading School aims to make it clear to parents, carers and their students that the school has an equal opportunities policy that means it is committed to equality of opportunity for all its students. The Headmaster will monitor the impact of their policies and procedures on different groups with protected characteristic (i.e. sex, race, age, disability, religion or belief, sexual orientation, gender reassignment, marriage, pregnancy or maternity) and the effectiveness of such policies will be reported to and assessed by governors at committee and full governing body meetings. The Governing Body is required to publish a school prospectus for parents and prospective parents. The prospectus should include information about:

- Arrangements for the admission of students with disabilities.
- Details of steps to prevent disabled students being treated less favourably than other students.
- Details of existing facilities to assist access to the school by students with disabilities.

All students should be helped to develop self-esteem and should feel valued as individuals.

Students will be given opportunities to discuss and understand racism, sexism, homophobia as well as other forms of prejudice. It is important that everyone understand the hurt and harm caused by discrimination and prejudice of any kind.

Dealing with discriminatory behaviour, abuse and intimidation is the responsibility of everyone - all students and staff can expect to be listened to and have their complaints investigated. If a student or a member of staff feels her or his complaint has not been properly dealt with s/he may take the matter to the Headmaster or the Chair of Governors as per the complaints policy.

Equality Opportunities Policy and Objectives



Students or staff who have suffered racist, sexist, homophobic, misogynistic or other forms of personal verbal or physical abuse or intimidation will be supported by the school and anyone who has committed such offences will be appropriately dealt with.

Students should be encouraged to be open-minded and to challenge prejudice.

Behaviour expectations and disciplinary sanctions will be free of any bias.

Student Welfare and Pastoral Support

Codes of conduct for students must not discriminate between students, or ethnic groups. School clothing should not be a limiting factor on attendance. For example, Education Department guidance is to eliminate restrictive practices in the availability of school uniform.

Exclusions need to be monitored to ensure that there is no prejudice towards students or ethnic groups. Appeal committees should try to have a gender balance and, where appropriate, an ethnic balance. Questioning and other formalities need sensitive handling, such as the use of the term "forename" rather than "Christian" name.

Admissions

Reading School must ensure that their admissions policies fully embrace all aspects of the current National Admissions code.

Curriculum

Equality of opportunity does not mean that all students will study all subjects on offer, but it does mean that they should have an equal chance to study all such subjects. Care will be taken in the structuring of the timetable to make this choice real, particularly with respect to so-called 'non-traditional' subjects.

Where lack of prior education and experience in certain skills prevents students from participating in the full range of curricular options, schools should consider the possibility of mounting courses to provide students with the knowledge that they need.

Students should have equal access to a broad and balanced curriculum that will prepare them for life beyond school. This policy should therefore be read alongside the SEN policy.

Departments will regularly review their curriculums to ensure the offer is balanced with regards to protected characteristics, where appropriate. Staff will assess materials and resources used for teaching to ensure they reflect concepts, themes and information that seeks to eliminate all forms of prejudice.

Careers

Careers advice, information, interviews and literature must promote equality of opportunity. Careers advice and work placements are monitored with the aim of ensuring equal opportunities.

Careers education should make students aware of the full range of opportunities available to them in a modern society.

Work experience will be carefully checked on grounds of possible gender or race bias and employers should subscribe to the school's code on equal opportunities.

Extra-Curricular and Trips

Governors should be satisfied that students have access to all extra-curricular activities, visits and trips and that it is not assumed that certain activities are suitable for students. Governors should ensure that procedures for assessment and testing do not discriminate against students on the grounds of any appropriate protected characteristics. An example is in the use of language in the classroom by students and teachers.

Parents

In some homes, it is sometimes difficult to give students support in their learning away from school, such as with homework tasks and work experience. Appropriate support (such as homework clubs) can overcome problems related to completion of homework tasks and improve basic skills.

Counselling should be available to deal with bullying and sexual harassment both in and out of school. Students and their parents should know what measures will be taken against offenders and

Equality Opportunities Policy and Objectives



that the school takes such matters very seriously indeed. Child abuse procedures should be known by all staff and appropriate training given.

Community

A sound approach to equal opportunities by a school will influence the outside community as it comes into contact with the school and as its students move into adulthood in the community. But careful watch needs to be kept on activities where the school has limited control. The two key areas are work experience and outside contractors working on site.

Protected Characteristics

Race

Reading School is committed to tackling racial discrimination in all its forms and is determined to promote race equality and good race relations across all areas of school activity. The policies of Reading School should reflect this commitment. Particular areas of importance include:

- Progress, attainment and assessment
- Behaviour, discipline and exclusions
- Student's personal development and pastoral care
- Teaching and learning strategies
- Admissions and attendance
- Curriculum provision
- Religious faith
- Staff recruitment and professional development
- Partnerships with parents and communities

Reading School will strive to eliminate all forms of racism, promote equality of opportunity and promote good relationships between people of different racial and ethnic groups.

No form of racism or racist behaviour will be tolerated. If an incident occurs, it will be dealt with according to the appropriate policy and logged accordingly.

Students are encouraged to recognize racial prejudice and reject racial discrimination.

Ethnic and Cultural Issues

Students should be encouraged to contribute to their education and the education of others by bringing their cultural experience, values and perceptions to it.

Attention should be given to the integration of students from different ethnic groups in the classroom and throughout the life of the school.

Celebrating and understanding racial and cultural diversity are promoted through the pastoral and academic curriculums.

Gender / Sex

Students will encounter a range of experiences with the opposite sex throughout their time at Reading School in order to equip them with the skills to promote social inclusion. The curriculum will also ensure a wide range of examples of both genders.

Disability

Every effort should be made to integrate students with disabilities into the normal life of the school and the classroom, and classroom strategies will be adopted to help students with disabilities where reasonably practical.

The school will continue to improve access for students with mobility disabilities.

Equality Opportunities Policy and Objectives



Religion / beliefs

Reading School respects the religious beliefs of all staff, students, parents and visitors and will comply with all reasonable requests for religious observance and practices, including atheism.

Sexual Orientation

The school has identified the measures it is taking in response to the Ofsted supplementary guidance regarding actions in schools to prevent homophobic bullying, published in February 2013, and will seek to ensure that these are fully effective.

Reading School will make no assumption of sexual orientation of any member of its community.

Sexuality is taught in the curriculum in terms of healthy relationships.

Reading School does not tolerate any form of homophobic behaviour. If an incident occurs, the appropriate policy will be followed and outcomes logged accordingly.

Age

With regards to staff, procedures will be put in place to ensure equality for obtaining a job, promotion or training.

Economic Background

All parents should be made aware of financial help and concessions available in cases of hardship.

Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Religious Education, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures and exposed to a range of cultural histories in History
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils take part in our Elective programme and all students are also encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

Monitoring

The arrangements for monitoring and evaluating the efficacy of the Equal Opportunities Policies should be transparent and clear to all. A report will be provided for consideration by Governors at regular intervals.

The school routinely collects a large amount of data which presents performance statistics broken down by a number of relevant characteristics (sex, race, SEN etc.) and which includes comparative analysis with national statistics and with comparable schools. This data is available publicly via the Department for Education website.

Reading School regularly reviews student data, and takes equality objectives into account. This data includes:

- Behaviour (positive and negative)

Equality Opportunities Policy and Objectives



- Progress
- Exams
- Bullying
- SEN
- LAC
- Pupil Premium

The Governing Body receives regular reports monitoring the effectiveness of policies which are directly relevant to its Equality Duty.

The school has prepared equality objectives and these are set out in appendices and are published as part of this policy.

Reading School has also drawn up and implemented an accessibility plan, aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

We will maintain and review the employment records of all employees in order to monitor the progress of this policy.

Monitoring will involve:

- the collection and classification of information regarding race in terms of ethnic/national origin, the sex and disability of all current employees;
- the examination by ethnic/national origin, sex and disability of the distribution of employees and the success rate of the applicants; and
- recording recruitment, training and promotional records of all employees, the decisions reached and the reason for those decisions.

The results of monitoring will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if necessary, to adjusting this policy to afford greater equality of opportunities to all applicants and staff.

Monitoring of applicants, as well as current staff will be undertaken, so as to ascertain the effectiveness of the policy and to help deal with complaints from unsuccessful candidates for vacancies.

Reading School's Equality objectives are to be monitored and reviewed annually. Progress against objectives 1-5 inclusive will be reported to the Governing Body through the regular Headmaster's Report to the Full Governing Body and the Annual Pupil Premium Report. Progress will be monitored with reference to the progress reports linked to the Annual Operational Plan progress updates.

Complaints

This policy should be read alongside the complaints policy or student friendly complaints policy, found on the website.

Reading School EQUALITY OBJECTIVES 2025-2028

1. **Providing Equality of Opportunity for All Students**
Reading School will strengthen our commitment to equality of opportunity by ensuring that students from all backgrounds, particularly those from less advantaged circumstances, are supported to excel. Through initiatives like the *Future Stories* programme, we aim to enhance social mobility by identifying and nurturing talent based on aptitude, ability, and attitude, enabling all students to achieve their full potential.
2. **Promoting Diversity through Admissions processes**

Equality Opportunities Policy and Objectives



Reading School will use rigorous analysis and uncompromising innovation to ensure that admissions processes encourage applications to the school from the broadest range of ten-year-old boys, such that eventually differences in background, culture and privilege become redundant and curiosity and commitment to life-long learning are assessed instead.

3. **Enhancing Access to Boarding for All Backgrounds**
Reading School will identify, expand and refine strategies to maximize access to boarding for students from diverse socio-economic and cultural backgrounds to, ensuring it is an inclusive option that supports holistic development.
4. **Ensuring an Inclusive Character Education**
Reading School will map the provision and participation of all students in the *Electives* programme and other *Reading Way* activities to evaluate and improve engagement in the school's curricular and extracurricular offerings, with the help of the *KS2 Transition Lead* and *SENDCO*. This will ensure that every student feels represented, supported, and encouraged to participate fully in the life of the school, and is able to benefit from character development
5. **Supporting Engagement and Inclusion in the Curriculum**
Reading School will identify students who need differentiation and support through data-informed planning. The taught curriculum will be is accessible and representative of the student body and which all can enjoy. This will be broad and balanced, will be adjusted to meet the needs of changing cohorts and will be supported by increasingly robust and comprehensive data on student engagement and inclusion.
6. **Fostering Diversity through Staff Recruitment and Retention**
Reading School will develop and implement analysis of recruitment and departure trends related to gender, race, and disability. A Recruitment, Retention and Succession Planning Strategy will ensure that the EXPC and Staff Pay and Performance Committees of the Governing Body, are able to promote diversity and equity in staffing across all roles.
7. **Supporting the Diverse Needs of our Staff**
Reading School will ensure that all staff have understanding of and access to support for neurodiversity. Line managers will be trained in analysing barriers to progress and making reasonable adjustments for colleagues to succeed, in order to ensure best possible outcomes for our students. Lived experience of staff who have protected characteristics will be acknowledged and understood at all levels of decision making within the school.
8. **Celebrating Difference**
Reading School will actively promote and celebrate the diversity within our school community, ensuring that students enjoy difference, rather than merely tolerating it. Led by the *Community Relations Office* the School will enhance cultural capital through initiatives and celebrations and public messaging.
9. **Guaranteeing Respect for All**
Reading School will place respect for women at the heart of the student experience of growing up. The whole community will be supported to use the unique environment of a boys' school to intentionally and purposefully cultivate an understanding of gender and sex, relationships and responsibility, and the importance of empathy and mutual respect. The school will attend to its responsibilities to wider society and commit to the nurture of attitudes and values in all its people so that students grow into respectful, thoughtful individuals prepared to contribute positively to an equitable and inclusive society.
10. **Responding, Recording and Improving**
Reading School is committed to ensuring compliance with the school's Public Sector Equality Duty and addressing any instances of non-compliance promptly and transparently. Furthermore, instances of bullying, inappropriate behaviour, prejudice or discrimination will never be ignored. Incidents recorded and responded to will enable Reading School to continue to advance equality in all its forms.



We have chosen these objectives after consultation with the senior leadership team, staff body and Governors. Reading School chooses to be inclusive with a focus on equity

To achieve these objectives we plan to develop a cohesive inclusion strategy that is informed by data, students voice and staff feedback.

We will report progress to Governors annually.

In addition to the Equal Opportunities policy, Reading School continues to monitor the effectiveness of other relevant policies which are important to the successful achievement of the five objectives for 2022-2025. For example:

- The Management of Student Behaviour Policy
- The Discriminatory Incidents policy
- The SEN and Inclusion policy
- The Sex and Relationships Education policy
- The 2022-2024 Accessibility Plan

Contact

If you have any questions about Reading School's approach to equality, diversity and inclusion please contact Ms Lizzie Ayres, Deputy Head layres@reading-school.co.uk